

## Scott Foresman Reading Street, Kindergarten Package

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Edition - 1st

Grade Level P1 - Kindergarten

Readability Level N/A

Course / Content Reading

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*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

Content 0-328-19212-0 Kindergarten Package contains the following components:  
0-328-20909-0 Big Book Package (19 titles)  
0-328-19213-9 Read Aloud Trade Books (18 titles)  
0-328-18452-7 Listen To Me Readers - Grade Level Package (1 copy each of 36 titles)  
0-328-20627-X Listen To Me Take Home Readers/Blackline Masters (1 book)  
0-328-18432-2 Kindergarten Student Readers - Bookshelf Collection (6 copies each of 36 titles)  
0-328-20628-8 Kindergarten Take Home Readers/Blackline Masters ( book)  
0-328-18454-3 Independent Leveled Readers - Grade Level Package (1 copy each of 36 titles)  
0-328-16898-X Independent Leveled Take Home Readers/Blackline Masters (1 book)  
0-328-18806-9 Decodable Readers - Grade Level Package (1 copy of each of 36 titles)  
0-328-16873-4 Decodable Take Home Readers/Blackline Masters (1 book)  
0-328-19526-X Animal ABC's Big Book (1 book)  
0-328-19525-1 Animal ABC's Little Book (6 books)  
0-328-14613-7 Talk with Me, Sing with Me Flip Chart  
0-328-14546-7 Phonics Songs and Rhymes Flip Chart  
0-328-14698-6 Alphabet Cards in English and Spanish  
0-328-14700-1 Picture Cards  
0-328-14614-5 AlphaBuddy Puppet  
0-328-16174-8 Read-Aloud Anthology  
0-328-16927-7 Tested Vocabulary Cards  
0-328-14557-2 English Language Learners Poster  
0-328-14555-6 English Language Learners and Transition Handbook  
0-328-11803-6 Phonics Activity Mats (6 mats)  
0-328-20911-2 Letter Tiles ( bag)  
0-328-19668-1 Benchmark Assessment Teacher's Manual  
0-328-11776-5 Baseline Group Test Teacher's Manual  
0-328-11779-X Assessment Handbook  
0-328-16943-9 AudioText CD (6 CDs)  
0-328-16935-8 Sing with Me/Background Building Audio (6 CDs)  
0-328-16951-X Phonics Songs and Rhymes Audio (2 CDs)  
0-328-16954-4 Phonics Activities CD-ROM (1 CD)  
0-328-11802-8 Patterns Book  
0-328-20910-4 Finger Tracing Cards  
Content

Scott Foresman Reading Street is a scientifically research-based reading, language arts program. Reading Street provides systematic and explicit instruction on the 5 core elements critical to

reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading Street is complete with a fully integrated language arts strand, including writing, grammar, and spelling. This program is designed to meet the needs of all students. Extensive instructional support is provided for below, on level, and advanced students. There is a comprehensive array of components integrated into the instruction to support both the teacher and the student.

Throughout the development of Reading Street particular attention was given to alignment with the Kentucky Core Content For Assessment and The Kentucky Program of Studies for Reading.

## Student Experiences

Motivation and engagement begins with the Student Edition. The Student Edition features a wide variety of genres. There is a thoughtful combination of fiction and nonfiction text. Students are introduced to informational text and are taught how to read it. In Reading Street, students are able to learn about science and social studies while learning to read. Poetry is featured at every grade along with instruction for learning to read it.

Grade level skills and strategies are introduced in the student edition. Reading Online is a skill strand that begins in the First Grade student book. These are New Literacies that prepare students for the informational age such as, internet inquiry, search engines, word processing, email and more. Vocabulary and comprehension skills and strategies are introduced through a scaffolded instructional model. Reader response opportunities in the student edition provide a comprehension check complete with a look back and write feature.

Practice materials are varied and purposeful. A full complement of leveled readers, decodable readers, and trade books provide opportunities for authentic practice and application of skill instruction.

## Assessment

Reading Street provides assessment materials based on the most current research. Instruction is supported through a comprehensive and carefully planned approach to assessment. The Assessment Handbook supports both the experienced and novice teacher. The Reading Street approach to assessment is based on a 4-Step Assessment Plan

### Step 1 Diagnose and Differentiate

The Baseline Group Test is grade level specific and provides initial placement information for grouping for instruction.

### Step 2 Monitor Progress

Monitoring progress opportunities are strategically and systematically placed throughout the daily and weekly instructional plan in the teacher's edition:

- " Guiding comprehension questions and skill and strategy instruction during reading
- " Monitoring Progress boxes to check word reading, fluency, comprehension and vocabulary
- " Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels
- " Practice Book pages at point of use
- " Weekly Selection Tests or Fresh Reads for Differentiated Test Practice

### Step 3 Assess and Regroup

Results of weekly assessments track student's progress on a week to week basis. Unit Benchmark Tests check mastery of unit skills. The weekly assessment information and, unit Benchmark Test performance help to inform and validate grouping decisions.

#### Step 4 Summative Assessment

Benchmark Assessment- Use to measure a student's mastery of each unit's skills

End-of Year Benchmark Assessment- Use to measure a student's mastery of program skills covered in all six units.

Organization	Program
	" Reading Street is a Kindergarten through Sixth Grade Reading/Language Arts Program.
	" Kindergarten is organized by 6 units, 6 weeks in each unit
	" First Grade is organized by 5 units, 6 weeks in each unit
	" Second through Sixth Grades is organized by 6 units, 5 weeks in each unit
	Student Editions
	" Kindergarten Program
	" First Grade- 5 books, 1 for each unit
	" Second grade- 2 books; 3 units in each book
	" Third Grade- 2 books; 3 units in each book
	" Fourth-Sixth Grades-1 book at each grade
	Teacher's Editions
	(includes title and grade levels)
	" Each teacher's edition is organized by unit.
	" K: 6 Teacher's Editions
	" Grade 1: 5 Teacher's Editions
	" Grades 2-6: 6 Teacher's Editions at each grade
Resource Materials	" Practice Book Teacher's Edition; 1 - 6
	" Spelling Practice Book Teacher's Edition; 1 - 6
	" Grammar Practice Book Teacher's Edition; 1 - 6
	" Assessment Handbook; K - 2, 3 - 6
	" Baseline Group Test Teacher's Edition; 1 - 6
	" Unit and EOY Benchmark Teacher
Gratis Items to be provided and under what conditions	See KY - 2C for Complete item
Available Ancillary Materials	" Teacher's Editions; K - 6
	" Take-Home Kindergarten Readers; K
	" Listen to Me Readers; K
	" Take-Home Listen to Me Readers; K
	" Big Books; K - 2
	" Read Aloud Trade Books; K
	" Talk With Me, Sing With Me Chart; K
	" Sing With Me Big Book; 1 & 2
	" Alphabet Ca

#### Research Data and Evidence of Effectiveness

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Research Available YES - provide information below  
Research Data Evidence of Effectiveness

## SF Reading 2007 Program of Research

The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. Scientifically based research consists of studies that are designed with sufficient rigor so as to permit conclusions to be made about the causal effects of educational interventions. Pearson Scott Foresman is committed to supporting the Scott Foresman 2007 Reading program with a body of scientifically based research that meets the rigorous standards of the WWC.

The SF Reading 2007 program was designed by a well-respected group of authors and researchers in the field of reading. Drs. Sharon Vaughn and Ed Kame'enui, leading a team of fourteen authors, developed the program based on methods proven to be effective through a meta-analysis of existing literature, evidence from their various research studies funded by government organizations, and best practices identified in the Scott Foresman 2004 Reading program to develop a product based on solid research. This practice follows recommendations of the NCLB legislation.

Formative research was conducted on the pre-publication product. Classroom field studies across the United States investigated the effectiveness of the initial design. School administrators, reading specialists, and classroom teachers were used to rigorously and systematically evaluate the program while under development. Their input was used to revise the product to make it as attractive and easy to use as possible for all practitioners.

An independent, randomized controlled trial pilot efficacy study of the SF Reading 2004 product (grades 1, 2, and 3) is underway. Dr. Denis Newman of Empirical Education, Inc is conducting the pilot study to inform the development of the study design for the larger efficacy study to begin in Fall 2005. The pilot study examines the efficacy of the 2004 product, implementation methods, observation methods, and instrument development. This study meets the criteria of the WWC for creating a research base to support product efficacy and will be submitted in support of the product upon completion in August 2005.

An independent, randomized controlled trial efficacy study of the SF Reading 2007 product is scheduled to begin in the Fall 2005. Dr. Stephanie Baird-Wilkerson of Magnolia Consulting is the principle investigator of this study. Dr. Wilkerson is in the process of recruiting six schools across the United States to evaluate the effectiveness of the SF Reading 2007 product at grades 1, 2, and 3. The study will randomly assign the treatment at the teacher level within each school and employ statistical methods as well as site observations to control for any outside effects on the student achievement scores. The TerraNova Reading exam will be used for the pre and post-group assessment. In addition, the DIBELS Oral Fluency test will be administered at the beginning, middle, and end of year. The study meets the criteria of the WWC and will be submitted in support of the product when completed in August 2006. As per the WWC recommendations, Dr. Wilkerson will continue her study of the product efficacy through August 2007.

Scott Foresman has also elected to commission an alignment study to provide a value-added element to their Reading product. Scott Foresman has hired Dr. John Smithson of the University of Wisconsin Center for Educational Research, Guido Gatti of Gatti Evaluations, and an expert team of reading specialists to align the reading benchmark items to select state standards. The state assessments are based on state standards, the alignment study aligns the benchmark items to the same state standards. In NCLB times, monitoring the progress of student learning throughout the year on state standards is essential in helping to meet adequate yearly progress.

Pearson Scott Foresman has taken a leadership position in providing research to support their products. We feel this commitment will continue to support our customers as they strive to meet the rigorous NCLB requirements. We encourage you to contact us with any questions regarding the research supporting our products.

Contact:  
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### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: The program contains the necessary materials to assist in students becoming literate. The program developers understood that Reading is inseparable from the broad concept of literacy. Literacy is composed of reading, writing, speaking, listening, viewing/observing, and thinking-which develop concurrently and interrelatedly as children grow into literacy.

### Summary Form

I.	Technology Component Summary	2.000.00
	Take It to the Net Online provides educators with research based articles on a specific skill to be taught to the students that particular week. Phonics Activities CD-ROM is a CD program that allows the students to practice phonics activities.	
II.	Reading Content Summary	2
	A variety of genres are used with this series, and authors of both genders with different ethnic origins. Independent readers, decodable readers, and kindergarten student readers are provided. Text to self is prevalent.	
III.	Writing Content Summary	2.00
	Writing instruction and practice is provided, and meets or exceeds what is required/expected of kindergarten students. A Journal Writing suggestion is offered for each day of the week.	
IV.	Grammar and Spelling Content Summary	2.00
	Daily Fix-It Transparencies are an valuable resource for teachers; they stress daily proofreading, spiral skill review in context, and connect grammar, spelling, and writing.	
V.	Listening /Speaking / Observing Content Summary	2.00
	Listening/Speaking/and Observing are embedded in this program with a strong degree of emphasis. Kindergarten age children have to be exposed to these areas in order to become good students and great readers.	
VI.	Inquiry Content Summary	2.00
VII.	Technology Content Summary	
	Phonics Activities CD-ROM is an interactive component of the kindergarten program; this CD would excite students while at the same time teach them important concepts. Phonics Songs and Rhymes Audio includes recordings of weekly Phonics Songs and Rhymes.	

VIII.	<b>Audience: Teacher Materials Content Summary</b> The above mentioned teacher materials are provided. Technology Summary, independent readers, decodable readers, and kindergarten student readers are provided.	2.00
IX.	<b>Audience: Student Materials Content Summary</b> This kindergarten program contains research based materials.	2.00
X.	<b>Format Content Summary</b> The format of this program is pleasing to the eye, but more importantly the layout and careful instruction will benefit the students.	2.00
XI.	<b>Ancillary Materials Content Summary</b> The student pages are shown with questions for each page. Technology is provided for the teacher. The article to which they are able to research relates to that weeks concept.	2.00

## **READING CONTENT**

There are several genres provided at the kindergarten level. Some of these include Realistic fiction, Non fiction, Animal Fantasy, Concept Book, poems, and songs. The students who are below level, on level, or are advanced are provided with single title books which correlate with that week's lesson. The Kentucky Daily Practice Book targets Realism and Fantasy, Character, and Main Idea. The Kentucky Daily Practice Book targets Setting, Character, and gives students assignments where they are to compare and contrast. The Benchmark assessments test these specific skills. The Kentucky Daily Practice Book allows for activities that deal with comparing and contrasting. The Kentucky Daily Practice Book provides many activities dealing with phonological awareness. The Phonics Activities CD-ROM is a technology based program that makes learning phonemes within syllables and words exciting and fun. The Take-Home Decodable Readers provide parents and students exposure to high frequency words, contextual clues and phonics. The Kentucky Daily Practice Book provides students with several skills sheets. The Take-Home Decodable Readers provide parents and students exposure to high frequency words. High Frequency word cards are provided for educators to use with their students. They are laminated. The teacher's edition guides the teacher's questions. In the teacher's edition K.1 there are bold black question techniques. There are lesson plans for the emergent student , on level student, and independent student. Strategic Interventions are suggested for these students and a Early Reading intervention kit is provided. The beginning of the year diagnostic tool is the Diagnosis and Placement Booklet entitled Baseline Group Tests. Teacher's may monitor progress during instruction and identify their needs along the way. A Read Aloud Anthology is provided to go with each week's lesson. This stresses listening skills on the student's part. The kindergarten student readers may be read aloud, or the students may listen to them on CD with headphones. Poetry, songs, rhymes, animal fantasy, fiction, and concept books. These are just a few examples. This series includes a variety of authentic literature and information selections.

caucasian-female, male -born in Kingston upon Thames, England, female- african american, caucasian- female lived in Sudbury, Ontario until she was 12 years old, male- from Germany and now lives in Paris, France, female- who escaped Nazi Germany.

## **WRITING CONTENT**

The Daily Fix-It transparencies require students to find the mechanic mistakes and correct the sentences. The writing prompts from the teacher's edition also allows for various writing instruction. To the extent kindergarten children are able to understand. Each week there is at least one writing activity. The teacher's edition directs the teacher to use scripted dialogue with the students. This dialogue gives a strategy to use if they don't understand text /illustrations/language.

## **GRAMMAR AND SPELLING**

The Daily Fix-It Transparencies is an excellent source for grammar rules and usage with practice activities. The teacher's edition has a section titled Shared Writing and Let's Write that contain grammar lessons and the writing activity connects to the grammar lesson. With the Daily Fix-It Transpaencies the class could correct the mistakes orally as a class, or skills sheets could be made from the transparencies. The Grammar Lessons require the teacher to write a correct form on the board. There is a section in the teacher's edition titled : Differentiated Instruction. The only writing style is manuscript. Both D'Nealian and Ball and Stick forms are included. The teacher's edition supplies the teacher with research based instructional methods so that students will not only receive the instruction, but then are able to apply what they learned.

## **LISTENING / SPEAKING / OBSERVING INQUIRY**

The teacher explains an activity that the students are going to do; the students may explain what types of resources their classmates may need. These areas are teacher directed. Students are taught what the author does, and what the illustrator does. Using research tools to gather ideas and information for a variety of authentic tasks is usually done as a small group.

## **TECHNOLOGY CONTENT**

Students may use the CD-ROM to practice phonics activities, listen to nursery rhymes, or become engaged in phonemic awareness activities.

## **AUDIENCE: TEACHER MATERIALS**

Instructional strategies are components of this reading/language arts program. Questioning techniques are given so that the teacher encompasses a true representative sample of questions. Woven throughout the program are assessments and strategies that can be taught so that students will perform to the best of their ability. The Kentucky Daily Practice Books are perfect tools for quick daily or weekly progress. Selections are appropriate for these different reading styles. Independent reading can be used by granting the students permission to use headphones and listen to the story on CD. The Read Aloud Anthology is a good way to strengthen a child's listening skills. The Scott Foresman Series integrates content with their reading series, and makes explicit connections to other subject areas. Math, Social Studies, Science, and Social Studies are subject areas where connections are made with reading. The Take It to the Net Online articles reveal researched information on crucial concepts being taught in that particular week's lessons. The Early Reading intervention program is a component of the kindergarten series. The ELL Posters are a tool for ELL students. The Decodable Readers and Phonics Stories are a portion of the materials provided for students. Writing is part of the reading, and the writing lessons tie into each week's lesson. The Take It to the Net is an online source for the teacher. The topic is one of the skills for that particular week. The teacher's edition showcases/presents needed resources, and student pages in an easy to locate format.

## **AUDIENCE: STUDENT MATERIALS**

Some of the genres include but are not limited to the following: Rhyming Story, Animal Fantasy, fiction, and concept books. Primary content areas that are connected to this series are: Science, Social Studies, Art, and Math. Both D'Nealian and Ball and Stick examples are provided. A true representation of both male and female characters are represented. Asian children, African American children, and Caucasian children are represented in the stories. The Kentucky Planning Guide for Learning Goals and Academic Expectations Grade K Core Content/Program of Studies Objectives for each week's lessons is followed and aligned. The writing expectations for kindergarten students allows for them to write to learn, and to write to demonstrate learning. Creative ideas in the teacher's editions grant students means to use self-expression in oral, written, and visual forms.

## **FORMAT**

Logical organization appears throughout; beginning with the Welcome to Kindergarten booklet located on the inside pocket of the first teacher's edition. (K.1) It shows a model layout of a kindergarten classroom, and explains the different areas. The Amazing Word Vocabulary is shown to the students and a poster with those vocabulary words are provided. The Kentucky Practice Books have skill sheets that contain activities the children can take home. These activities use that week's vocabulary. The Amazing Word Vocabulary Posters, the Big Books, and the Phonics Songs and Rhymes charts display visual illustrations. The students use thin books called kindergarten student readers and decodable readers. The books are thin. The students do not have a student text; it is not appropriate for this grade level.

## **ANCILLARY MATERIALS**

The student pages are shown with questions for each page. Technology is provided for the teacher. The article to which they are able to research relates to that week's concept. Listening, Art, Writing, Social Studies, and Math activities are provided in the teacher's edition for each week. There is a page titled: "Extend Your Day." More activities are suggested on that page. ELL Posters are included with the kindergarten series. They provide daily support for vocabulary and key concepts, oral language activities, Teacher Talk Through provides scaffolded

support, Pre- and post-lesson assessment, and tiered activities. Take It to the Net Online is included in each weeks lesson. For example (TE K1) has the article "Learning to Read and Write" that the teacher can find at [sfsuccessnet.com](http://sfsuccessnet.com).

The CD-ROM includes practice skills = Phonics practice activities, Phonemic Awareness, and Nursery Rhymes.